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## Editorial

# James Watson's most inconvenient truth: Race realism and the moralistic fallacy

**Summary** Recent editorials in this journal have defended the right of eminent biologist James Watson to raise the unpopular hypothesis that people of sub-Saharan African descent score lower, on average, than people of European or East Asian descent on tests of general intelligence. As those editorials imply, the scientific evidence is substantial in showing a genetic contribution to these differences. The unjustified ill treatment meted out to Watson therefore requires setting the record straight about the current state of the evidence on intelligence, race, and genetics.

In this paper, we summarize our own previous reviews based on 10 categories of evidence: The worldwide distribution of test scores; the *g* factor of mental ability; heritability differences; brain size differences; trans-racial adoption studies; racial admixture studies; regression-to-the-mean effects; related life-history traits; human origins research; and the poverty of predictions from culture-only explanations. The preponderance of evidence demonstrates that in intelligence, brain size, and other life-history variables, East Asians average a higher IQ and larger brain than Europeans who average a higher IQ and larger brain than Africans. Further, these group differences are 50–80% heritable. These are facts, not opinions and science must be governed by data. There is no place for the “moralistic fallacy” that reality must conform to our social, political, or ethical desires.

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## Introduction

When one of the greatest biologists of the 20th century, Nobel-Prize winner James Watson, noted that people of African descent average lower on intelligence tests than do Europeans and East Asians, he was excoriated by the mass media and elements of the scientific elite and forced to retire from his position as Chair of the Cold Spring Harbor Laboratory [9,34]. Watson's treatment was especially egregious given that, in point of scientific fact, more than a century-and-a-half of evidence corroborates his statement. Moreover, supportive new data and analyses appear regularly in mainstream, peer-reviewed journals in the relevant scientific disciplines. Evidence to the contrary is exceedingly weak. Most of the opposition to the genetic hypothesis consists of mere moralizing and worse, the creation of a threatening and coercive atmosphere incompatible with academic freedom, free enquiry, and the civil liberties of a truly democratic society. An enormous gulf separates the

politically correct gatekeepers and enforcers from true experts in the behavioral sciences.

Nor is Watson's case unique. He is but the latest in a long line of academics that have been pilloried and defamed (detailed accounts given in Hunt [20]). The others include Nobel-Prize winner William Shockley, Hans Eysenck, Linda Gottfredson, Richard Lynn, Richard Herrnstein, Charles Murray, Christopher Brand, Glayde Whitney, Helmuth Nyborg, and Tatu Vanhanen. The present writers too have endured their share of attacks. The taboo on race will surely become a major topic of investigation by sociologists of knowledge. There is no parallel to it in the history of science. It is uniquely imposed, mainly through self-censorship, by members of the Western intelligentsia in their own academy – which prides itself on a tradition of academic freedom, open inquiry, and the unfettered discovery, systematization, and pursuit of knowledge and its dissemination to the general public.

Despite the chilling effect described, we (and the others) have persevered in part because of



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the great importance of the topic, the fascinating related life-history traits; (9) the racial IQ differences data it provides, and the theoretical issues it raises. These findings agree with the latest accounts of human ori-

[\[21\]](#). One of us (JPR) traveled to South Africa to gins (that is, the out of Africa model); and finally

collect new IQ data from highly-selected Black stu-

(10) environmental explanations of racial IQ differ-

dents at the prestigious University of the Witwa-

ences have been tested and repeatedly shown to be

tersrand in Johannesburg. Seven studies were

inadequate.

published based on these data yielding a median

IQ of 84 (range 77–103). Assuming that African uni-

versity students are 1 standard deviation (15 IQ

Black–White IQ differences are found

points) above the mean of their population, as uni-

worldwide

versity students typically are, a median IQ of 84 is

consistent with a (very low) general population

National IQs have been reported for 192 countries

mean of 70 [\[48\]](#).

around the world [\[30,32\]](#). The results show that Because many consider the race–IQ hypothesis

the average IQ for East Asians centers around



incendiary, it is essential to thoroughly examine  
106; for Whites, about 100; for US Blacks about  
all the relevant data. We did this in our 60-page re-  
85, and for sub-Saharan African Blacks about 70  
view, “Thirty Years of Research on Race Differ-  
([Fig. 1](#)). The same rank-order of race differences in Cognitive Ability,”  
which was published  
is found for “culture-fair” tests and reaction-time  
as the lead article in the June 2005 issue of Psy-  
measures. Reaction-time tasks are so easy that all  
chology, Public Policy, and Law, a journal of the  
children can do them in less than one second  
American Psychological Association [\[51\]](#). In the  
[\[25,26\]](#). More intelligent children, measured by current article we summarize  
and update those  
conventional IQ tests, perform faster on these  
findings (more complete statistical details and ref-  
tasks. East Asians average faster reaction times  
erences can be found there). Again, the preponder-  
than Whites who, in turn, have faster reaction  
ance of evidence argues that it is more probable

times than Blacks.

than not that the genetic contribution to racial

Mean IQs differ much less within major population groups (that is, races) than between them.

other life-history variables is between 50% and

Whites have IQs close to 100 whether they live in Europe, Canada, Australia, New Zealand, or South Africa, whereas Blacks in sub-Saharan Africa have IQs closer to 70 regardless of whether they live in East, West, Central, or Southern Africa – or Black–White IQ difference in the US is about 80% whether the data were collected in the 1920s or the 2000s. This worldwide pattern contradicts the claim that the 30-point African/non-African IQ difference is about 50% heritable (much of

Bartholomew [1].

On the basis of the 10 research categories listed

IQs closer to 70 regardless of whether they live in

below, we concluded that the mean 15-point

East, West, Central, or Southern Africa – or

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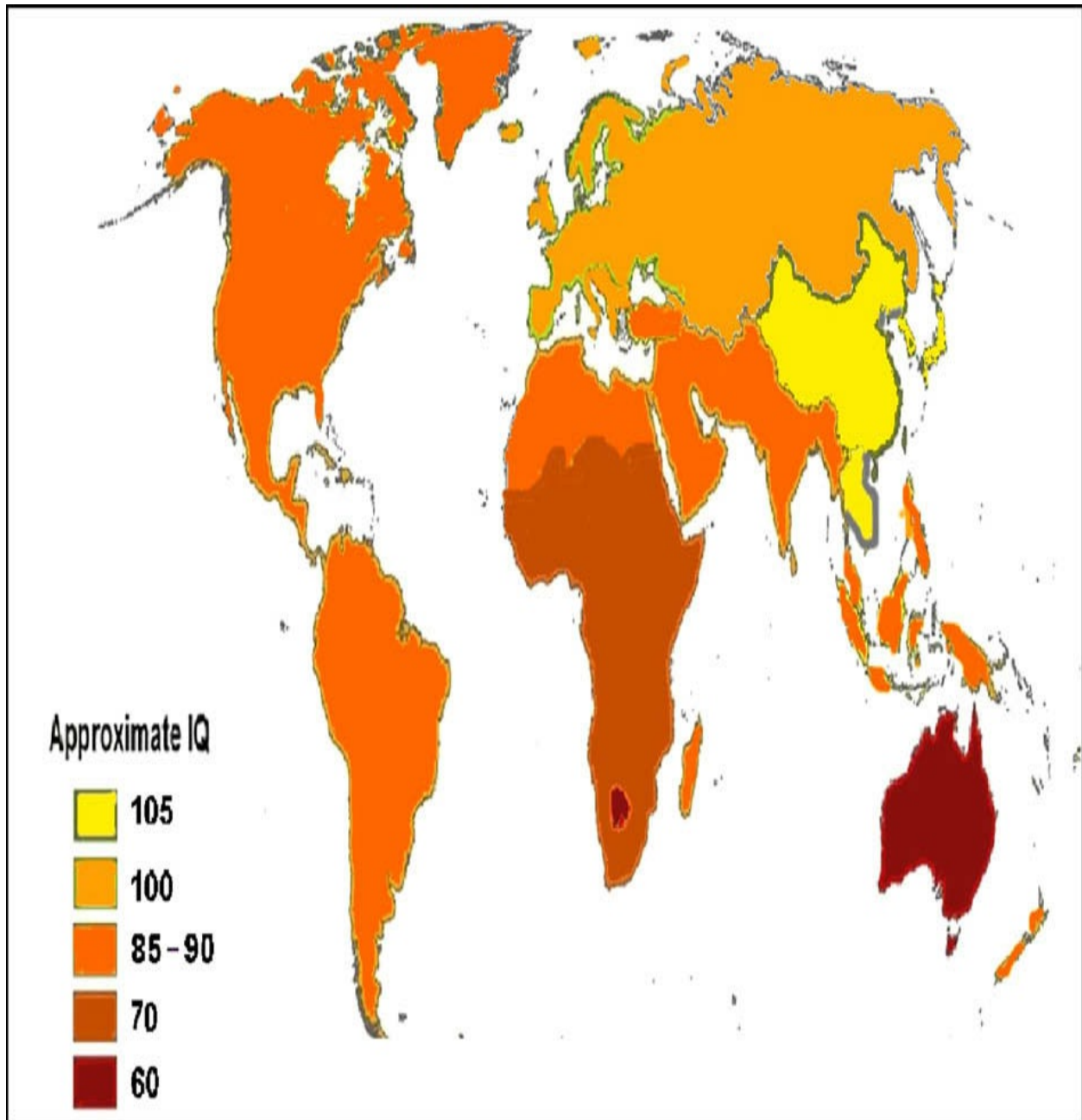
hypothesis that the low IQ of American Blacks is the balance being attributable to cultural and due to the legacy of slavery, segregation, and nutritional differences). The evidence demonstrates that: (1) the mean IQ around the world is showing a mean IQ of 70, such as Nigeria and Ghana, 106 for East Asians, 100 for Whites, 85 for US Blacks, and 70 for sub-Saharan Africans; (2) race differences are most pronounced on the more g-loaded IQ subtests (g being the general factor of mental ability or first principal component; it picks up the “active ingredient” in intelligence tests); difference (1.1 standard deviations) between (3) race differences are most pronounced on the

Blacks and Whites in the US is not in itself a matter of empirical dispute. Only its explanation is under discussion. For example, Herrnstein and Murray IQ subtests whose scores show the most heritability; (4) racial differences in brain size parallel the IQ differences; (5) people of mixed-race ancestry

[\[18\]](#) analyzed data from the 12-year National Longitudinal Survey of Youth. They found that most 17-year-olds with high scores on the Armed Forces Qualification Test (AFQT), regardless of ethnic background, went on to occupational success by the average of their biological parents than to their late 20s and early 30s. Those with low scores the White mean; (7) people's offspring and siblings were more inclined to welfare dependence. The study also found that the average IQ for African

tal populations; (6) trans-racial adoption studies year-olds with high scores on the Armed Forces Qualification Test (AFQT), regardless of ethnic background, went on to occupational success by the average of their biological parents than to their late 20s and early 30s. Those with low scores the White mean; (7) people's offspring and siblings were more inclined to welfare dependence. The study also found that the average IQ for African

means; (8) the races differ consistently across 60  
Americans was lower than those for Latino, White,



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Figure 1

World IQ map of indigenous populations.

East Asian, and Jewish Americans (85, 89, 103, 106,

Because the same differences are found on rela-

and 113, respectively). Similarly, a meta-analytic

tively culture-free tests, and because the tests

review by Roth et al. [\[39\]](#) confirmed the 1.1 standard deviation Black–White IQ difference for a to-

and predictive validity for all groups, many psycho-

logical sample of 6,246,729 corporate, military, and

metricians have concluded that the tests are valid

higher education testees.

measures of racial differences. In Africa too IQ

Nor can there be doubt that the average African

scores are demonstrably valid. For example, Ken-

IQ of 70 is reliable and not due to a “fluke,” or to

dall et al. [\[28\]](#) showed that test scores predicted sampling error, or to the

prejudice of investigators.

school grades and job performance equally well

Lynn [\[30\]](#) reviewed over two dozen studies from for Africans as for non-Africans (i.e., 0.20 to

West, Central, East, and Southern Africa and con-

0.50). Similarly Sternberg et al.'s [\[61\]](#) study of Ken-sistently found an average IQ of 70. For example,

yan 12- to 15-year-old found that IQ scores pre-

in Kenya, Robert Sternberg et al. [\[61\]](#) administered dicted school grades with a mean  $r = 0.40$ . In

the Colored Progressive Matrices to 85 12- to 15-

Rushton et al.'s [\[53,54\]](#) studies of African and year-olds who scored an IQ equivalent of 70. In

non-African university students, scores on one IQ

Tanzania, Sternberg et al. [\[60\]](#) gave the Wisconsin test correlated with scores on another IQ test 3

Card Sorting Test to 358 11- to 13-year-old; they

months earlier (0.60 for Africans; 0.70 for non-Afri-

received a score equivalent to the 5th percentile

cans) and with end-of-year-exam marks measured

on American norms (that is, IQ = 75). After training

3 months later (0.34 for Africans; 0.28 for non-Afri-

on how to solve problems such as those on the test,

cans). The only demonstrated reliable example of

the children's scores improved, but only to about

bias is the rather obvious one of vocabulary for

the 9th percentile on American norms ( $IQ < 80$ ).

groups whose first language is not English. Even

It is also generally agreed that because test

here, however, language accounts for only about

scores provide the best predictors of educational

7 IQ points (out of the 30-point difference).

and economic success, average group differences

have important societal outcomes. Further, the

Black–White IQ difference shows up before 3 years

Race differences are most pronounced

of age on most standardized test batteries, even

on the more g-loaded components of

after matching on maternal education and other

tests

variables. Therefore the race differences are not

due to poorer educational opportunities since this

Charles Spearman [\[59\]](#) coined the term g for the has not yet begun to exert an effect. (The East

general factor of mental ability (or “general intel-

Asian IQ advantage appears by five years of age.)

ligence’’). A test’s g loading is the best predictor,



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not only of school grades and workplace performances in the Basic, Primary, and Cattell tests were, but also of all the other indicators and correlates, respectively: Whites – 0.61, 0.37, and 0.71; Blacks – 0.75, 0.42, and 0.19.).

variables such as brain size, reaction times, and

The genetic basis of Black–White differences is heritability estimates as calculated from twin studies also shown by the differences being more pro-

portant [25]. Race differences are repeatedly found to be more pronounced on the more heritable components of

intelligence, and are higher on more g-loaded tests.

For example, Jensen [22] calculated the g is the “active ingredient”, if you will, of IQ

environmentalities (that is, a measure of the

scores, and is embedded to a greater or lesser ex-

non-genetic component) for 16 tests and found

that g is present in every intelligence test question. Because

that they were inversely related to the magnitude  
Blacks average lower scores on the more g-loaded  
of  
the  
Black–White  
differences

( $r = -0.70$ ;

tests, the Black–White-East Asian IQ differences

$P < 0.05$ ). Rushton [\[43\]](#) found a correlation of are unlikely to be the result of  
any idiosyncratic

$r = 0.48$  ( $P < 0.05$ ) between genetic influence on  
cultural peculiarities in this or that test. They are  
11 tests estimated from inbreeding depression in  
more likely to be due to heredity. True, test con-  
cousin marriages in Japan and Black–White differ-  
structors could, in principle, reduce the Black–

ences. Rushton et al. [\[49\]](#) calculated the genetic White difference to zero (or  
even reverse it) by

influence on each of the items of the Raven's tests

including only non-g items, or those negatively

using raised-apart-twin similarities and found, in 55

loaded on g, but the tests would then have no pre-comparisons including several independent samples with predictive power.

samples of African high school and university students,

Studies in Southern Africa have also found that

that the European–African differences were con-

the race differences are mainly on the g factor.

sistently larger on the more heritable items.

Lynn and Owen's [\[31\]](#) analysis of thousands of high school students and Rushton et al.'s [\[53\]](#) analyses of thousands of high school students and university students. Another way to test the hypothesis that there is

school students and Rushton et al.'s [\[53\]](#) analyses of thousands of high school students and university students. Another way to test the hypothesis that there is

of hundreds of university students consistently

Blacks is to compare the similarity of the correlations

found the African-White differences were mainly

tions between background variables (such as the

on g. So too were the differences between African-

home environment and the peer group) and out-

cans, Whites, East Indians, and Coloreds. Import-

come measures (such as scholastic achievement

tantly, g loadings calculated from the East Indian

and delinquency rates). If a Factor X exists, some sample predicted the magnitude of the differences of these correlations should be lower for Blacks.

between Africans and Whites, which indicates the

A series of studies on some very large samples have remarkable generalizability of the phenomenon.

tested this hypothesis and disconfirmed it [\[41\]](#). For In one study Rushton and Jensen [\[50\]](#) found 77%

example, Rowe et al. [\[42\]](#) examined test scores for of the African-White difference was on the g

8528 Whites, 3392 Blacks, 1766 Hispanics, and 906 factor.

Asians and found the exact same relation of background variables and outcome variables in each race; there was no evidence of any special factor

The gene–environment architecture of that acted systematically to lower the IQ scores

IQ is the same in all races of Blacks.

Studies of Black, White, and East Asian twins have shown that the heritability of IQ is about the same

Brain size differences

in all races (50% or higher). There has been no indi-

cation of any special cultural influence – such as

Larger brains are more intelligent because they

extreme deprivation, or being raised as a visible

contain more neurons and synapses and can process

minority – at work in one group and not in the oth-

information more efficiently. Two dozen studies

ers. If poverty, slavery, and White racism had oper-

using magnetic resonance imaging (MRI) have

ated

to

suppress

Blacks'

natural

levels

of

shown that brain size is related to IQ differences

intelligence, it would make the heritability of their

(within-race) with a correlation of about 0.40. This

IQ scores substantially lower than the heritability is much higher than the 0.20 correlation found for Whites. When tested empirically by comparing using indirect head size measures, though the later several hundred pairs of Black and White twins ter correlation is also reliable and significant.

aged 12- to 18-years on the Basic Test Battery,

A functional relation between brain size and the Primary Mental Abilities test, and the Cattell cognitive ability has been found in four studies

Culture Fair Intelligence test, Osborne [\[36\]](#) found finding that the correlation between brain size

heritabilities of about 50% in each group (The her- and IQ holds true within-families as well as be-

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tween families [\[4,15,23,24\]](#); although one study and Africans averaged cranial volumes of 1415,

failed to do so: [\[56\]](#). The within-family finding is 1362, and 1268 cm<sup>3</sup>, respectively.

of special interest because it controls for most of

Also in the 19th century, Paul Broca [5] measured the sources of variance that distinguish families,

measured brain weight at autopsy and reported that

such as social class, styles of child rearing, and gen-

not only did Whites average heavier brains than

eral nutrition, that differ between families. The

Blacks, but also they had more complex convolu-

largest of these studies measured head size at birth

tions and larger frontal lobes. These results have

and IQ at age 18 at the time of conscription in the

likewise been replicated with several studies find-

Swedish military [4]. Analyses were made of data from an average Black-White difference of about

on 96,189 males who had at least 1 full brother simi-

100 g [3,33,37,66]. In a study of 1261 American early measured.

adults, Ho et al. [19] found that 811 White American-Even before birth, race differences in brain size

Blacks averaged 1323 g and 450 Black Americans

can be observed. Schultz [57] found that from the averaged 1223 g. Since the Blacks and Whites were

9th week of intrauterine life, 165 Black fetuses

similar in body size, differences in body size cannot

averaged a smaller brain case and larger face than explain away the differences in brain weight.

did 455 White fetuses. The differences became

Cranial volume has also been estimated from

more

prominent

over

the

course

of

fetal

external head size measurements (length, width,

development.

height). For example, Rushton [\[44\]](#) examined head From birth to age 7 years, race differences were

size measures in 24 international military samples

found for measures of head circumference and IQ

collated by the US National Aeronautics and Space

from 40,000 children in the US National Collabora-

Administration (NASA) and, after adjusting for the

tive Perinatal Project [\[6,47\]](#). The results showed effects of body height,



weight, and surface area,

that at birth, 4 months, 1 year, and 7 years, the

found

cranial

capacity

for

East

Asians

was

East Asian children averaged larger cranial volumes

1460 cm<sup>3</sup> and for Europeans, 1446 cm<sup>3</sup>. Rushton

than White children who averaged larger cranial

[\[45\]](#) also calculated average cranial capacities for volumes than Black children ([Fig. 2](#)). Within each East Asians, Whites, and Blacks from a stratified

group, children with larger head sizes obtained

random sample of 6325 US army personnel and

higher IQ scores (mean  $r = 0.20$ ). Moreover, since

found an average of 1416, 1380, and 1359 cm<sup>3</sup>,

the East Asian children, who averaged the largest

respectively. This study allowed precise adjust-

crania, were the shortest in stature and the lightest in weight for all kinds of body size measures. Yet the Black children, who averaged the smallest crania, were the tallest in cranial capacity.

Summarizing the world literature on race differences in brain size were not due mere correlates of body size. (autopsies, endocranial volume, and head size measurements) as well as head measurements corrected for using four different methods of measuring brain size.

Dozens of studies from the 1840s to the 1990s, gives results (in cm<sup>3</sup>): East Asians = 1364; Whites = 1347; and Blacks = 1267. The overall mean empty skulls, wet brain weight at autopsy, and for East Asians was 17 cm<sup>3</sup> more than that for

external head size measurements – all yield similar Whites and 97 cm<sup>3</sup> more than for Blacks. Within- results. Using MRI, for example, Harvey et al. [\[17\]](#) race differences due to differences in method of found that 41 Africans and West Indians in the United Kingdom had a smaller average brain volume of brain matter contains millions of brain cells than 67 Caucasians. In another British study, Jones and hundreds of millions of synapses or neural connections et al. [\[27\]](#) found Whites averaged a 30 cm<sup>3</sup> larger sections, race differences in average brain size may cranial volume and smaller ventricles than Afro-Caribbeans explain their differences in average IQ.

As far back as 1849, the American anthropologist Samuel George Morton [\[35\]](#) filled over 1000 skulls Trans-racial adoption studies with packing material and found that Blacks averaged about five cubic inches less cranial capacity Trans-racial adoption studies provide one of the

than Whites. These results have been confirmed

most powerful methods for studying race differ-

[\[16,58,65\]](#). The largest study of race differences ences. They are the human analog to the cross-fos-in endocranial volume was by Beals et al. [\[2\]](#) with taring method commonly used in animal research.

measurements of up to 20,000 skulls from around

Human adoption is clearly a massive environmental

the world. They found that East Asians, Europeans,

intervention.

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Race Reality 26

**1392**

**1362 1378**

**1400**

**1362**

**African Americans**

**African Americans**

**1154 1167**

**1200**

**1154**

**1134**

**European Americans**

**European Americans**

**1000**

**East Asian Americans**

**East Asian Americans**

**801 806 819**

**806**

**800**

**578 586**

**578**

**557**

**600**

**Cubic Centimetersets**

**400**

**315 332 335**

**315**

**200**

**0**

**Birth**

**1 Year**

**2 Years**

**7 Years**

**Adults**

U.S. Collaborative Perinatal Project

U.S. Army

y

Figure 2

Mean cranial capacity (cm<sup>3</sup>) for African Americans, European Americans, and East Asian Americans from birth through adulthood. Data for birth through age 7 years from the U.S. Perinatal Project [\[47\]](#); data for adults from the U.S. Army data [\[45\]](#).

Studies of Korean and Vietnamese children

the national Black mean of 85, it was not above

adopted into White homes show that although as ba-

the Black mean for Minnesota. Further, school

bies many had been hospitalized for malnutrition,

grades, class ranks, and aptitude tests all showed

they nonetheless grew to have IQs 10 or more points

this same pattern. Growing up in a White middle-

higher than their adoptive national norms [\[10,14\]](#).

class home produced little or no lasting increase

By contrast, Black and mixed-race (Black–White) in the IQs of Black children.

children adopted into White middle-class families have lower average scores than the White siblings with whom they had been raised or than with other

Racial admixture studies

White children adopted into similar homes.

The Minnesota trans-racial adoption study is the

Dozens of studies have found that lighter-skinned largest and the best-known of these studies and the

African Americans have average IQs higher than

only one that includes a longitudinal follow-up,

their darker-skinned counterparts [\[41\]](#). For exam-with testing of the same children at ages 7 and 17

ple, Lynn [\[29\]](#) examined the National Opinion Re-years [\[55,67\]](#). The study compared the IQ and aca-search Center (NORC) survey of a representative

demic achievement scores of Black, White, and

sample of the adult population. The 442 Blacks

mixed-race children who were

adopted into

were asked whether they would describe themselves as “very dark,” “dark brown,” “medium brown,” “light brown,” or “very light.” The correlation between these self-ratings and a 10-word vocabulary test score was 0.17 ( $P < 0.01$ ). Rowe tested.

[\[40\]](#) examined the National Longitudinal Study of Adolescent Health and found the Black adolescents in 1975 when they were 7 years old and the second averaged a lower verbal IQ than the White adolescents in 1986 when the children were 17 years old. [Table 1](#) gives the results. The evidence for the genetic theory grew stronger as the children grew older.

The Black American average IQ of 85 (15 points below the White American average of 100) was found in 1975 when the children were 7 years old. [Table 1](#) gives the results. The evidence for the genetic theory grew stronger as the children grew older.

The mixed-race mean fell between those of the Black and White groups. [Table 1](#) gives the results. The evidence for the genetic theory grew stronger as the children grew older.

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At age 17 adopted White children had an average



higher than the sub-Saharan African average of IQ of about 106; mixed-race adoptees, an IQ of 70) is also consistent with the genetic hypothesis 99; and adopted Blacks, an IQ of 89. Although the because genetic analyses estimate an average of Black adoptee's mean IQ of 89 was slightly above 20–25% White admixture in African Americans

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Table 1

Comparison of cognitive performance measures at ages 7 and 17 in biological and adopted (White, mixed-race, and Black) children, all reared in middle-class White families Children's background

Age 7 IQ

Age 17 IQ

Age 17 grade

Age 17 class

Age 17 school

point average

rank (percentile)

aptitude

(percentile)[a](#)

Biological parents

120

115

—

—

—

Nonadopted, with two White biological

116

109

3.0

64

69

parents (N at 7 = 143; N at 17 = 104)

Adopted, with two White biological

112

106

2.8

54

59

parents (N at 7 = 25; N at 17 = 16)

Adopted, with one White and one Black

109

99

2.2

40

53

biological parent (N at 7 = 68; N at  
17 = 55)

Adopted, with two Black biological

97

89

2.1

36

42

parents (N at 7 = 29; N at 17 = 21)

a Based on national norms (weighted mean of four percentiles). Adapted from Weinberg et al. [\[67\]](#).

[\[8\]](#). Also, the mixed-race “Colored” population of high IQ scores mate. Their children tend to show

South Africa has an average IQ of 85, intermediate

lower scores than their parents. The converse happens to the respective African and White means of 70 and 100 [48]. These findings are not due to light-skinned Blacks being treated better through pass on some, but not all, of their exceptional genes “expectancy effects” or “labeling theory.” In their offspring. It is analogous to rolling a pair of the Minnesota trans-racial adoption study, for dice and having them come up two 6’s or two 1’s. example, some children were misclassified, with The odds are that on the next roll, you will get some their adoptive parents wrongly believing that the value that is not quite as high (or as low). mixed-race children had two Black biological parents. Genetic theory predicts the precise magnitude of the regression effect. Black children with parents of IQ 115 regress to the Black IQ average of

lieved by their adoptive parents to have had one  
85, while White children with parents of IQ 115 re-  
Black and one White biological parent [55].

gress to the White IQ average of 100. Regression to  
Early studies of brain weight data fit with the ge-  
a lower average IQ helps to explain the fact that

netic admixture hypothesis as well. Bean [3] found, Black children born to  
high IQ, wealthy, Black parents did Pearl [37], that the greater the amount of  
parents have test scores 2–4 points lower than do

White admixture (judged independently from skin  
White children born to low IQ, poor White parents.  
color), the higher the mean brain weight at autopsy

In one study, Jensen [22] tested the regression in Black groups. Subsequently,  
Rushton [47] examined predictions using data from siblings (900 White sib-

lited 37 East Asian–European hybrids from the US  
ling pairs and 500 Black sibling pairs). These provide  
National Collaborative Perinatal Project and found  
an even better comparison than parent–offspring  
that they fell intermediate in brain size and IQ to  
comparisons because siblings share very similar  
the non-mixed parental groups.

environments. Black and White children matched for IQ had siblings who had regressed approximately halfway to their respective racial means rather than Blacks and Whites regress toward their to the mean of both races combined. For example, predicted (and different) means when Black children and White children were matched for IQs of 120, the siblings of Black children averaged close to 100, whereas the siblings of White children averaged close to 110. A reverse effect was also found for children matched at the lower end of the IQ scale. When Black and White children were matched for IQs of 70, the siblings of the Black children averaged about

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78, whereas those of the Whites averaged about 85.

gaining shelter, making clothes, and raising chil-

Throughout the range of IQ from 50 to 150 the re-

dren successfully during prolonged winters. As

sults were exactly as predicted by genetic theory,

these populations evolved into present-day East

not by culture-only theory.

Asians and Europeans, the ecological pressures se-

lected for larger brains, slower rates of matura-

tion, and lower levels of sex hormone, and all the

The riddle of the three-way pattern of

other life-history characteristics.

race differences

On a wide variety of attributes, East Asians and

Culture-only theory hypotheses fail to

Blacks fall at the two ends of a continuum

account for the race–IQ differences

[\[46,64\]](#). Whites are in the middle. In addition to brain size and IQ, this shows up on a suite of 60

Contrary to many hopes and some claims, the narrowing of the gap between Black–White social conditions has not led to any change in the magnitude of perament, family stability and crime, and sexual the Black–White IQ difference in over 100 years.

behavior and fertility. [Table 2](#) lists some of these Massive society-wide interventions such as ending

differences. One striking example: Around the segregation, the subsequent nationwide program world the rate of dizygotic (i.e. two-egg) twinning of school busing to achieve racial balance, and the is less than four per 1000 births among East Asians, Head Start programs have failed to reduce the dif- eight among Whites, and 16 or greater among ferences. Head Start programs did produce modest Blacks [\[7,46\]](#). The tendency to produce dizygotic gains in school retention and graduation rates twins is heritable and mediated by sex hormones. among Whites – but not Blacks. Other large scale,



Another example: Black babies sit, crawl, walk, often well-publicized, countywide amelioration and put on their clothes earlier than Whites or East projects (such as the \$2 billion program in affluent Asians. These racial group differences have been Montgomery County, Maryland, as well as the Kansas found to be heritable. For example, children of City, Missouri, school district, under judicial super-mixed Black–Japanese ancestry average a faster vision since 1985), have not reduced the Black–rate of skeletal development than do children of White achievement gap (despite low student–teacher ratios and computers in every classroom). faster rate of skeletal development than do children with two Japanese parents [12]. For walking: Whites have proven incapable of explaining race differences in IQ. Adjusting for socioeconomic status 11 months. Blacks also have an earlier age of sexual only reduces the Black–White IQ difference by

maturity than do Whites, who in turn have an ear-  
about one-third. Nor does the evidence support  
lier age than do East Asians, whether measured by  
other culture-only hypotheses such as test bias,  
age of first menstruation, first sexual experience,  
test anxiety, or the consequences of being a minor-  
or first pregnancy [\[46\]](#).

ity in a White society. Culture-only theories have  
proven especially inadequate in explaining East  
Asian IQs because, despite lower socioeconomic  
Race differences and human origins  
conditions, they average slightly higher in IQ and  
research  
educational achievement than do Whites.

One culture-only hypothesis currently promoted  
The current consensus view of human origins, the  
is based on the secular increase in test scores. It  
“out-of-Africa” theory, posits that Homo sapiens  
is known as the Flynn Effect after James Flynn’s  
arose in Africa about 150,000 years ago and then

[13] demonstration that the average IQ in several expanded northward beyond Africa about 100,000

countries has systematically increased by about 3 years ago, with a European–East Asian split about points a decade over the last 50 years. He extrapolated these findings to imply that the 15-point IQ difference between Blacks and Whites will gradually disappear over time. However, analyses show that the Flynn Effect is not on the g factor, the principal source of the Black–White difference the ancestral populations migrated out of Africa, [68]. Moreover, there has been no narrowing of the more they encountered the cognitively-

the Black–White IQ difference over the last 100  
demanding problems of gathering and storing food,  
years [\[52\]](#).

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Table 2

Average differences among East Asians, Europeans, and Africans Trait

East Asians

Whites

Blacks

Brain size (cm<sup>3</sup>)

1364

1347

1267

Cortical neurons (billions)

13,767

13,665

13,185

Intelligence

IQ scores

105

100

70–85

Decision times

Faster

Intermediate

Slower

Cultural achievements

Higher

Higher

Lower

Maturation rate

Gestation time

Longer

Longer

Shorter

Skeletal development

Later

Intermediate

Earlier

Motor development

Later

Intermediate

Earlier

Dental development

Later

Intermediate

Earlier

Age of first intercourse

Later

Intermediate

Earlier

Age of first pregnancy

Later

Intermediate

Earlier

Life-span

Longest

Intermediate

Shortest

Personality

Activity level

Lower

Intermediate

Higher

Aggressiveness

Lower

Intermediate

Higher

Cautiousness

Higher

Intermediate

Lower

Dominance

Lower

Intermediate

Higher

Impulsivity

Lower

Intermediate

Higher

Self-esteem

Lower

Intermediate

Higher

Sociability

Lower

Intermediate

Higher

Social organization

Marital stability

Higher

Intermediate

Lower

Law abidingness

Higher

Intermediate

Lower

Mental health

Higher



Intermediate

Lower

Reproductive effort

Two-egg twinning (per 1000 births)

4

8

16

Hormone levels

Lower

Intermediate

Higher

Size of genitalia

Smaller

Intermediate

Larger

Secondary sex characteristics

Smaller

Intermediate

Higher

Intercourse frequencies

Higher

Intermediate

Lower

Permissive attitudes

Lower

Intermediate

Higher

Sexually transmitted diseases

Lower

Intermediate

Higher

Of course, some maintain that “‘races’” do not  
unscientific and unrealistic. Genetic studies con-  
exist at the genetic level. This argument is con-  
firm that race is real. A genetic hypothesis pre-  
tradicted by Tang et al.’s [\[62\]](#) study of 3636 indi-dicts that for those Black  
individuals who possess  
viduals who donated a DNA sample and identified  
more White genes, their physical, behavioral,  
themselves as being White, East Asian, African–  
and other characteristics will approach those of

American, or Hispanic. The study found that the Whites. These procedures have become routine self-identifications clustered almost perfectly for evaluating admixture in genetic studies of dis- according to 326 measured DNA markers. Only five ease [\[38\]](#). They can be recommended for studies individuals had DNA that matched a racial/ethnic of IQ. group different than the box they had checked to classify themselves. That is an error rate of only 0.14%.

Wanted: More race realism, less

Coroners in crime labs regularly identify race moralistic fallacy

from a skeleton or even just the skull. They can determine race from blood, hair, teeth, or semen The “naturalistic fallacy,” identified by philo- as well. To deny the biological reality of race is

sopher David Hume (1711–1776), occurs when

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reasoning jumps from statements about what is to  
in learning and performance increase as task com-  
a prescription about what ought to be.

plexity increases, and (2) individual differences in

An example of the naturalistic fallacy would be

performance increase with practice and experi-

approving of all wars if scientific evidence showed  
ence (unless there is a low ceiling on proficiency).

warfare was part of human nature. The converse of

Consequently, the more we remove environmental

the naturalistic fallacy is the “moralistic fallacy”

barriers and improve everybody’s intellectual per-

– jumping from prescriptions about what ought

formance, the greater will be the relative influence

to be to statements about what is. An example of

of genetic factors (because the environmental var-

the moralistic fallacy: Claiming that, because war-

iance is being removed). However, this means that

fare is wrong, it cannot be part of human nature.

equal opportunity will result in unequal outcomes,

The term “moralistic fallacy” was coined by

within-families, between-families, and between

Harvard University microbiologist Bernard Davis

population groups. The fact that we have learned

[\[11\]](#) in response to demands for ethical guidelines to live with the first, and to a lesser degree the second to control the study of what could allegedly be-

ond, offers some hope we can learn to do so for the

come “dangerous knowledge”. . . such as the genet-

third.

ic basis of IQ. For well over a generation, the study

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# Document Outline

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